Learning Styles Activity Sheet

Visual

The real me  
Young children will really enjoy this art project that reviews the structure *I like...* and food words. Have the students draw a picture of themselves showing the foods they like, e.g. noodles for hair, candy for earrings, a strawberry for the nose, etc. The students share their pictures with the class and make sentences about what they like, e.g. *I like noodles. I like sweets***.** The students can write what they like under their pictures and hang them in the classroom.

**Body poster**  
To review body parts, divide the class into two groups and give each a large piece of paper. Have one boy and one girl lie down on a paper and have the rest of the students draw around their bodies to make posters. The groups label their posters, e.g. *This is (Student 1's name)'s mouth. These are (Student 1's name)'s feet.*, etc. The groups can decorate their posters by coloring in the body parts and clothes. When the students are finished, display the posters on the walls around the classroom. The teacher can use them to ask questions, e.g. *What color are (Student 2's name)'s eyes? Is (Student 1's name)'s hair long or short?*, etc.

**Silent film**  
Show a short segment of a cartoon video with the sound turned down. Students should guess what the characters are saying, using their imaginations and the visual cues. The teacher writes the student's ideas on the board, then replays the video segment so students can hear the actual dialogue. The teacher then plays another short segment and progresses through the whole video this way.

**True or false?**  
Prepare a list of true and false statements about things happening in a picture. The students stand up and look at the picture. The teacher makes true and false statements, e.g. *Two girls are playing the guitar***.** If the statement is true, students say *It's true.* and sit down. If it's false, students say *It's false.* and remain standing. Explain that sometimes students stay standing or sitting according to the previous statement. When students get used to the activity, the teacher speeds up.

**Photo dictionary**  
Divide the class into small groups and assign each group a word. Give each group paper and crayons/markers. The groups draw pictures to illustrate their words and then write the word underneath in large letters. Then they cut out their drawings. The teacher has each group pose with their drawings and encourages them to mime the word meaning also. For example, for the word *farmer*, students might pose as if they are digging with shovels or picking vegetables from the ground. The teacher takes photos of each group. The photos can then be put into a photo album to form a picture dictionary and/or laminated and used as flash cards. Keep adding to the dictionary and flash cards as students learn new vocabulary.

**Face collage**  
After introducing emotion words to students, bring old newspapers/magazines and hang eight large pieces of paper on the wall/board. Have volunteers label each one with a feeling word: *tired, scared, excited, happy, upset, angry, nervous* and *sad*. Tell the students *Let's make a collage for each word. Find as many faces as you can for these words and glue them to the poster!* Distribute the magazines and newspapers to the students. They cut out faces, then glue them onto the appropriate paper. While they are working, the teacher circulates around the class and asks questions, e.g. *Is he (angry)? Why do you thinks he's (happy)?* When the collages are finished, students can use the posters as game boards: they take turns tossing a coin onto a poster. Then they make sentences about the face where the coin landed, e.g. *He's (angry) because he (lost his homework).* The teacher can then hang up the posters on the wall.

**Send me a postcard!**  
This game helps students to review past-tense verbs. Distribute paper to students. Students make postcards of places they have visited. On one side of a piece of card or paper, they write a sentence, e.g. *I went to (Paris).* On the other side of the card, they draw some pictures representing what they did on their trip and write sentences, e.g. *I painted a picture, I helped a friend, I listened to music*, etc. The teacher can provide extra vocabulary if necessary. When students are finished, they stand in a circle, holding their postcards. Play some music. While students are chanting, they pass the postcards around the circle. When the music stops, ask several students *Where did you go?* Each student answers according to the information on the postcard he/she's holding, e.g. *I went to (England). I (painted a picture).* Play the music again. Continue until all students have had a chance to speak.

**Pass the timer**  
Choose a picture with lots of things happening in it and show it to the class. Each student should name two items in the illustration. The teacher brings in a timer that ticks and sets it to 30 seconds. Students pass the timer around the class. The student holding the timer when it goes off stands up, points to two items on the picture and names them for the class. Then he/she resets the timer for thirty seconds and continues the game.

Auditory

**Active answering**  
To review particular question patterns, have the students listen to a question, then run to designated areas in the classroom. For example, one wall can be the "yes" wall and the other the "no" wall. When the students reach the wall, they answer the question in a full sentence (as a group). To encourage all students to answer, the teacher can line everyone up and ask each student the question one by one. If it is not possible to move around the class, the students can stand up and sit down or hold up *Yes* or *No* cards.

**Pronunciation game**  
Choose a list of words or phrases that contain sounds that you want to review. Draw 12 boxes on a piece of paper and write one of the words or phrases in each box. Photocopy the page. Put students in pairs and give each pair a copy of the page. Then have the students cut out the words and make flashcards. In pairs, students spread the cards on their desks. Call out a sound, e.g. *M!* Pairs race to find the word with that sound. The first pair in the class to pick up the correct card and say the word earns one point.

**Listen and draw!**  
Have the students draw six boxes on a piece of paper. The teacher dictates a sentence, e.g. *There is a pencil on the table*. and the students draw a picture in Box 1 to match the sentence. The teacher circulates around the classroom to see how the students are doing. The teacher continues to dictate individual words or short sentences until the students fill in all of the boxes.

**Listen carefully!**  
Choose an illustration with lots of things happening in it. Show the students the picture and point to various items in it and name them. The students repeat. The teacher then says *Listen. Am I right or wrong?* If the teacher is wrong, the students say the correct word. For example, the teacher points to a book and says *It's a table.* The students say *No, it's a book*. Students can then play this game in small groups, with one student in each group taking the teacher's role.

**Mystery guest**  
Demonstrate this game with a group of students first. Ask for five volunteers to leave the classroom. Out of the students who are left, choose one student to be the "Mystery Guest". The teacher can teach this extra vocabulary. Hang up a large bed sheet and have the Mystery Guest sit behind the sheet so that the students cannot see him/her. The teacher calls the five students back into the room and has them sit at the front of the classroom with their backs to the class so they can't see who is missing. The five students take turns asking the Mystery Guest questions, e.g. *Do you like (English)?* The Mystery Guest answers truthfully *Yes, I do/ No, I don't.* he/she tries to disguise his/her voice. After the five students ask one question each, they guess who the Mystery Guest is, based on the answers. Reveal the guest. Then play another round with a new group of students.

**Seven up**  
Ask seven volunteers to stand at the front of the classroom. Go to six of the volunteers and whisper a word with the same sound, e.g. an initial ‘b’, a final ‘t’, etc. The teacher gives the seventh volunteer a word with a different sound. All the other students put their heads down on their desks so they can't see. Each of the volunteers quickly and quietly goes to one of the students and whispers his/ her word into that student's ear. Then the volunteers return to the front. The other students raise their heads. The students say what word they heard and guess who whispered it to them. If a student guesses correctly, he/she replaces the volunteer at the front. When all the words have been said, the teacher asks the class to identify the common sound and the word that doesn't belong. The teacher then whispers new words and sounds to the new students at the front and the activity continues.

**Hear the difference!**  
Prepare various sentences, some with final ‘g’ sounds and some with *-ing* sounds (see below). Have students listen carefully. The students raise their hands whenever they hear a ‘g’ sound in the sentences. Some suggested sentences: *I am standing on one leg/ I drink my coffee from a big mug in the morning/ I have a cat, but I don't have a dog/ My bag is heavy and my back hurts/ I like exercising in the evening.*

**Listening circle**  
This game helps students to review the past-tense form of regular verbs. The teacher and students sit in a circle. The teacher asks the class to listen carefully and has each student make a statement, e.g. *I baked a cake (last Monday).* After the students have finished making their statements, the teacher asks students questions, e.g. *What did (Student 1's name) do (last Monday)?* Students answer, e.g. *(Student 1's name) baked a cake (last Monday).* The teacher checks to see how well students remember what everyone said.

**What's that sound?**  
To review a group of nouns, gather *realia*, e.g. a tube of toothpaste, a bag of crisps, etc. Tell students *Close your eyes and listen!* Drop one of the items on the floor. Students raise their hands when they want to guess what the item is, e.g. *It's a (bag of crisps)*. Then a volunteer can take over the teacher's role. When students have heard each item drop once, a volunteer can try dropping two or three items at the same time for the rest of the class to guess.

Kinaesthetic

**Word gestures**  
This game can be used with a wide range of vocabulary. Divide the class into groups. Have each group come up with an action to represent a word or phrase. For example, students can pretend to be counting on their fingers for *maths* and looking through an invisible microscope for *science*. Each group teaches the rest of the class its action. Then the teacher calls out words and students do the actions.

**Tableau vivant**  
To review verbs, divide the class into teams. Give each student a word or phrase which you want to review. Each team makes a tableau, a frozen picture, that involves each team member. The teams take a few minutes to plan their tableaus, then they take turns presenting them to the class. Some students can ask questions, e.g.*What's (Student 1's name) doing?* and other students can answer, e.g. *She's (crying).*

**Air drawing**  
Draw an animal in the air with a finger. Have students guess what it is by asking *Is this a (whale)?* The teacher answers accordingly *Yes, it is/ No, it isn't.* Then invite individual students to come to the front of the class to perform the same activity. Students can continue air drawing in pairs or small groups.

**Back writing**  
Students can play this game over and over as they learn the letters of the alphabet. In pairs, have students take turns writing a letter on their partner's back. When writing, the students ask *What's this?* Their partners try and guess the letter. They can also say a word that begins with that letter.

**Feet writing**  
To practice the letters of the alphabet, have students go to the front of the class and walk in the shape of a particular letter. The class looks on and guesses the letter. The class can also say words that contain the corresponding sound.

**What's the magic word?**  
After teaching students some commands, brainstorm commands with students. Write the commands on the board for reference or have students write them. This is a variation of Simon says. The teacher starts the game by giving commands with the magic word *please*, e.g. *Put your book on the desk, please***.** Students only follow the commands when the teacher says please at the end of the sentence. If they don't hear the word *please*, they should not do anything. When students get used to the game, the teacher can ask a volunteer to give commands from the list on the board.

**Ooey gooey game**   
This activity reviews the language *What are you going to get at the supermarket? I'm going to get (a kilo of apples).* and *What did you get at the supermarket? I got (a kilo of apples).*Bring a large box to class and cut three holes in one side. Cover each hole with a piece of cloth or piece of paper and write *Supermarket* on the box over the holes. Behind each hole, place a bowl containing an item that you have recently taught the students, e.g. an apple, a packet of biscuits, etc. In one of the bowls, put soap that has been wet for a long time so that it's very slimy. Place the box on a table at the front of the room. Ask students *Do you want to go shopping?*The teacher chooses a volunteer, then tells the class: *Ask (Student 1's name), "What are you going to get at the supermarket?"* Student 1 should answer according to what he/she wants to get, e.g. *I'm going to get a (tube of toothpaste).* Then Student 1 puts his/ her hand into one of the holes and feels the item. He/she can't look inside. The class then asks *What did you get at the supermarket?*and the student answers accordingly *I got a(n) kilo of apples.* But if Student 1 touches the soap, he/she says *I got the ooey gooey!* The teacher can explain to the students that the expression ooey gooey refers to something that feels slimy.

**What's next?**  
Put the students into small groups and show them a picture that has a small number of people enagged in some sort of activity e.g. in the park, at the cinema, etc Have them create the same setting as the picture, using desks and chairs. Each group makes up a short play with a dialogue to show what the group thinks is happening in the picture and what will happen next. Then have the groups present their dialogues to each other and compare their ideas.